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ABSTRACT

The central focus of this study was an analysis of social science research that had been supported by the U. S. Office of Education's Small Grant Research Program (SGRP). Background information was provided on the objectives and procedures of the SGRP. Information was provided on some 25 social science projects that had received support through the regional Offices of Education. In addition to summary accounts of the individual projects, a matrix was provided to identify the level (elementary, secondary, higher education, all-general), the focus (research, training, curriculum, all-general), and the research area (anthropology, archaeology, economics, American history, world history, humanities, political science, social studies, sociology, psychology). The status, trends, and needs in social studies research were noted in the activities of specialized projects and through interviews with eminent scholars in the field. It was suggested that research efforts be expanded, a greater effort be made for effective dissemination in the social studies area, and that all agencies and professionals develop a new spirit of cooperation to better delineate the problems and avenues for solution in the complex arena of social sciences. A continuing need will be that of keeping the practitioner adequately informed as to the developments in the field. (Author)

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Final Report

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ANALYSIS AND DISSEMINATION OF COMPLETED SOCIAL SCIENCE RESEARCH REPORTS AND MATERIALS RESULTING FROM REGIONAL PROGRAM EFFORTS

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development
Region V - Chicago

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We extend our appreciation to the personnel in the various educational agencies whose cooperation made it possible to produce this report. Their active interest provided us the opportunity to present some new information about activities in the social science field related to research and the need for expanded research. The ultimate value of this report will rest with the practitioner and his utilization of the information presented herein.

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SUMMARY

The central focus of this study was an analysis of social science research that had been supported by the U. S. Office of Education's Small Grant Research Program. Background information was provided on the objectives and procedures of the Small Grant Research Program.

Information was provided on some 25 social science projects that had received support through the regional Offices of Education under the Small Grant Research Program. In addition to summary accounts of the individual projects, a matrix was provided to identify the level (elementary, secondary, higher education, all-general), the focus (research, training, curriculum, all-general), and the research area (anthropology, archaeology, economics, American history, world history, humanities, political science, social studies, sociology, psychology).

The status, trends and needs in social studies research was noted in the activities of specialized projects and through interviews with eminent scholars in the field. It was suggested that research efforts be expanded, a greater effort made for effective dissemination in the social studies area, and that all agencies and professionals develop a new spirit of cooperation to better delineate the problems and avenues for solution in the complex arena of social sciences. A continuing need will be that of keeping the practitioner adequately informed as to the developments in the field.

I. INTRODUCTION

The organization of this report revolves around:

A. A description of the U.S. Office of Education's (USOE) Regional Small Grant Research Program plus current addresses of all Regional Research Offices. (Suggestions for proposal writing are included.)

B. A guide to over twenty-five Social Studies related Small Grant Research Reports supported by the USOE Regional Offices.

C. A summary of various present social studies research projects (not Small Grant) by several leaders in the field with suggestions for future research considerations.

D. A description of the USOE's - ERIC System (Educational Resources Information Center).

II. THE WHAT AND HOW OF REGIONAL RESEARCH WRITING

Throughout the nation countless, excellent ideas with promising educational overtones are neglected due to the lack of proper knowledge on the part of educators as to where they might go to obtain possible support. Researchers, educational districts, graduate students who are Ph.D. candidates, and classroom instructors who have ideas or programs which might be of real educational significance should consider the possibilities of Small Project Research Grants. Of major importance is the fact that this is a nonsolicited research program. Each proposal competes with others on its own merits.

Begun under Title VII, in 1957, the program initially supported proposals for only $1500. This amount, not including indirect costs, was then raised to $3500, $4500 and $7500. Since 1963-64 the total amount including indirect costs has been increased to $10,000. In the future the total research reimbursement may be increased even further.

The program is mainly administered through the ten Regional Offices of the U.S. Office of Education. Individuals or institutions interested in obtaining additional information in this area should write their regional office (see pages 4 and 5 for addresses) and request: "Guidelines for Preparing a Proposal," October, 1970. The booklet is free.

This program has two basic requirements:

1. Proposals can not cost more than $10,000.
2. They must be capable of being completed within a period of eighteen months.

Small research proposals account for more than 50% of all submitted USOE research proposals although the number of dollars allotted the program is small when compared to all sums awarded by the USOE. During the fiscal year 1968, approximately 350 projects were supported nationwide.

Proposals are reviewed by non-government advisors. If the proposals are approved, a contract is negotiated at the regional level. Each proposal must stand on its own merits.

Mr. Joseph A. Murnin, director of the Chicago (Region V - USOE) Research Program, makes the following helpful suggestions in his article: "Winning a Research Bid--Tips on Proposal Writing."[1]

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[1]Joseph A. Murnin, "Winning a Research Bid--Tips on Proposal Writing", Washington, D.C.: Government Printing Office (OE 12033), May, 1968.

1. Never assume that the reviewers will accept intent. When clarity is lacking, the reviewers generally feel that the proposal is not clear or the initiator is naive.
2. The review procedure is conducted by your peers, so bear that in mind in developing your ideas. The review panel may have a content specialist, a research specialist and other select experts of national prominence.
3. The soundness of the research design is vital.
4. The professional competence of the personnel and facilities you involve in the proposal is important.
5. Economic efficiency: is the probable outcome worth the time and money involved?
6. Is the project something the institution should do for itself? Can the end product serve settings other than the one in which the project is conducted?
7. Jargon is out on "in" proposals. Keep the language clear, simple, and to the point--from the title on!
8. Be sure to delimit your proposal to a manageable format.

The "Guidelines" pamphlet suggested earlier (p. 2) is an excellent tool for those seriously considering the developing of a proposal. Guidance and counseling as to procedural questions can also be obtained from the personnel in the regional office. It should be remembered that the ten research administrators travel thousands of miles annually in order to review funded proposals and to speak to various audiences about the program. Their schedules are very full.

Recent developments are placing greater emphasis on how you plan to disseminate the results of your research and on how you plan on evaluating the end product's effectiveness in meeting the originally suggested goals.

Regional Project Research funds may not be used to:

1. conduct meetings, conferences and seminars;
2. primarily produce filmstrips, films, and textbooks in a purely developmental context.

Allowances of about three or four months should be made for the processing of a proposal prior to the time investigation can be begun. When approximately twenty proposals have been submitted, they are mailed out to a panel of well-known experts for review. These individuals (or field readers) write up their evaluative comments on special forms. Usually they then convene as a panel to discuss, evaluate and make recommendations for each of the proposals they have independently reviewed.

From having observed numerous review panels, several comments might be made:

1. One is impressed with the scholarship and penetrating comments made by the panelists.
2. The proposals must be strong from start to finish and internal inconsistency has torpedoed several plans.
3. About 25% to 30% of the proposals come from graduate students most of whom are working on Ph.D.'s.
4. The reviewers generally appreciate intellectual honesty.
5. Adequate review of past research in the area of the proposal is a must.
6. Be realistic but avoid underestimating the costs of the proposal. The program will have to live with the budget if the proposal is funded.

It is discouraging that more social studies proposals have not been submitted. Certainly this diverse, extensive and important area of knowledge should receive a far larger proportion of the grants than it has. Chapter IV offers some suggestions for possible future research.

The locations of the ten Regional Offices of the USOE are as follows:

Region I: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Office of Education/DHEW
John Fitzgerald Kennedy Fed. Bldg.
Boston, Massachusetts 02203

Telephone:
617:223-7246

Region II: New York, New Jersey, Puerto Rico, Virgin Islands

Office of Education/DHEW
Federal Office Building
26 Federal Plaza, Room 1013
New York, New York 10007

Telephone:
212:264-4423

Region III: Delaware, District of Columbia, Maryland, Virginia, West Virginia, Pennsylvania

Office of Education/DHEW
401 North Broad Street
Philadelphia, Pennsylvania 19108

Telephone:
215:597-7707

Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Office of Education/DHEW
50 Seventh Street, N.E., Room 404
Atlanta, Georgia 30323

Telephone:
404:526-3821

Region V: Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin

Office of Education/DHEW
226 West Jackson Blvd., Room 406
Chicago, Illinois 60606

Telephone:
312:353-5215

Region VI: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Office of Education/DHEW
1114 Commerce Street
Dallas, Texas 75202

Telephone:
214:749-2635

Region VII: Iowa, Kansas, Missouri, Nebraska

Office of Education/DHEW
601 East 12th Street
Kansas City, Missouri 64106

Telephone:
816:374-2528

Region VIII: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Office of Education/DHEW
Federal Office Building
19th & Stout Streets
Denver, Colorado 80202

Telephone:
303:297-3544

Region IX: Arizona, California, Hawaii, Nevada, American Samoa, Trust Territory of the Pacific Islands, Guam and Wake Island

Office of Education/DHEW
Federal Office Building
50 Fulton Street, Room 250
San Francisco, California 94102

Telephone:
415:556-2135

Region X: Alaska, Idaho, Oregon, Washington

Office of Education/DHEW
Arcade Plaza Bldg.
1319 Second Avenue
Seattle, Washington 98101

Telephone:
206:583-0434

For information on the Small Grant Research Program, write to the Director, Educational Research, at the appropriate office for your state.

DHEW REGIONAL BOUNDARIES AND HEADQUARTERS

REGION	HEADQUARTERS	
I	Boston, Mass	02203
II	New York, N.Y.	10004
III	Philadelphia Pa	19108
IV	Atlanta Ga	30323
V	Chicago, Ill.	60607
VI	Dallas Tex.	75202
VII	Kansas City, Mo	64106
VIII	Denver, Colo.	80202
IX	San Francisco, Calif	94102
X	Seattle Wash.	98101

Form HEW-110 (Rev. 7/70)

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III. SMALL GRANT SOCIAL STUDIES REPORTS FINANCED THROUGH THE REGIONAL OFFICES OF THE UNITED STATES OFFICE OF EDUCATION

The Small Grant Regional Research program encourages all areas of the educational spectrum to submit proposals. Consequently, many fine projects were reviewed but fell outside the specific areas covered by the study. Selecting pertinent projects for the varied interests of social scientists was challenging. A summary of the research is given rather than an evaluation. The reports selected usually involved:

1. Research done directly in the social studies area--pre-school through higher education.
2. General curriculum developmental studies.
3. Materials and/or information the content of which, although possibly marginal, generally contributed something of importance and/or interest to the social studies area.

This chapter, the main one of this report, deals with three areas:

A. Final reports which have been processed into the ERIC system and which can be obtained from any complete ERIC microfiche collection for further study.

B. Recently completed final reports which had not, at the time of this report, been processed completely into the ERIC system.

C. Description of social studies projects in progress, but not completed, in USOE's Regional Research program.

Many readers may wish to review all of the projects described. In order to obtain a better overview of the field, however, the following matrix has been developed to assist readers to quickly find the information they consider most valuable to their immediate area of interest. The matrix identification headings, reflecting the overlapping nature of some reports, may refer to more than one code number in each area. Reports in this area are filed chronologically and cover the period from December 1967 to July 1970.

GENERAL IDENTIFICATION MATRIX

LEVEL (1.0)	Elementary (1.1)			Secondary (1.2)		Higher Ed. (1.3)			All-General (1.4)		
FOCUS (2.0)	Research (2.1)			Training (2.2)		Curriculum (2.3)			All-General (2.4)		
SOCIAL STUDIES AREA (3.0)	3.1 - anthropology	3.2 - archaeology	3.3 - economics	3.4 - geography	3.5 - American history	3.6 - world history	3.7 - humanities	3.8 - political science	3.9 - social studies	3.10 - sociology	3.11 - psychology

SUGGESTIONS FOR MATRIX UTILIZATION

If time and/or interests are limited, the matrix design should be utilized. It can be used in either one of two ways:

1. This page is so designed that it can be folded out and left out for easy reference as this research review section is studied.

2. Write down, on a piece of scratch paper, those descriptors--for each of the three major listings (LEVEL, FOCUS and SOCIAL STUDIES AREA) -- which best identify your interests. Use these to help locate the reports which are most meaningful to you. Not all of the social studies areas (3.0) have reports. The breakdown shown reflects the ERIC Thesaurus' classification of "social studies".

Each individual report has additional identifying information in its headings.

A. FINAL REPORTS WHICH HAVE BEEN PROCESSED INTO THE ERIC SYSTEM

Although nearly every small grant research report will eventually be processed into the ERIC system, some have not been finished for a long enough period or have run into some type of unexpected delay and are commented on under section B of this chapter (Section C has very recent projects).

ERIC is the Education Resources Information Center, a computerized national educational information system supported by the U. S. Office of Education and headquartered in Washington, D.C. Twenty clearinghouses (one of the most recent being that of social studies) are located throughout the country, each specializing in a certain subject area. Each one selects and produces information which is then sent to ERIC Central.

ERIC compiles it's bibliographical citations into two major monthly publications:

1. RESEARCH IN EDUCATION (RIE), the monthly abstract-index journal for documents.
2. Current INDEX TO JOURNALS IN EDUCATION (CIJE), the monthly annotated index to 500 journals.

Those not familiar with the ERIC system may wish to refer to Appendix A for additional information.

All the reports referred to in this section of the report have been placed into the ERIC system. Their ERIC "Educational Document" (ED) numbers are given so that anyone desiring to read an entire report can locate it on microfiche cards in any ERIC collection. Quotations used are from the final reports and/or the ERIC Documents.

A.1.

MATRIX CODE: 1.1; 2.1 - 2.3; 3.2

PROJECT: Inland Elementary School Archaeology Project

DIRECTOR: Donald W. Hardy

INSTITUTION: School of Education, University of California, Berkeley, California

ERIC REFERENCE NUMBER: ED 029-791 COMPLETED: December, 1967

This two year study was carried out at the Inland Valley Elementary School, Orinda, California. Close to the school was a previously unrecorded, unexplored, Indian archaeological site available for excavation. Sixth grade children were involved.

The primary question was, would the exercise of digging this up themselves be more educative than using the same materials already collected by others and brought into the classroom. Is the "dig", inductive type of experience, more educative than the more standard type of classroom teaching? Involvement in a dig would certainly meet Dewey's dictum that a child should be an active participant in his learning experience.

The basic rules of physical and cultural anthropology were studied by the students who were involved.

In this case, on the elementary school level, the discovery type learning proved best...better than verbal. However, discovery learning activities were far more time consuming and took approximately four times as long as the more verbal kind of instruction given the control group. The efficiency of verbal learning has been a major point emphasized by Dr. Ausubel, among others.

The same teacher taught both the experimental and the control group. The students represented a relatively high socio-economic population. Since the students did mingle in recess, the question as to whether or not some contamination might have resulted remains unanswered.

Future research or study might consider the possible "planting" of artifacts by an archaeologist or variations on this theme. This project does not suggest that discovery learning should replace verbal learning in the elementary classes. Such a procedure would limit the horizons of students tremendously.

The final report shows the sixth grade class workbook--which is not quite as colorful as more commercially prepared materials. It also includes tests and test results.

A.2.

MATRIX CODE: 1.3; 2.3; 3.6; 3.7

PROJECT: A Syllabus for a Course in Burmese Art at the Undergraduate Level

DIRECTOR: Jane Terry Bailey

INSTITUTION: Denison University, Granville, Ohio

ERIC REFERENCE NUMBER: ED 013-976 COMPLETED: May, 1968

This is actually a semester course in Burmese Art History and might prove useful for the development of units in humanities courses or in Oriental Art History courses.

The general scheme for the formulation of the syllabus is:

1. Major Arts (architecture, sculpture, painting).
2. Minor Arts (textiles, lacquer, pottery, handicrafts).

The syllabus presents the undergraduate student with five historical periods which include:

1. The Pre-Pagan Period.
2. The Pagan Period.
3. Independent States Period.
4. Second Empire Period.
5. The British-Burma Period.

The syllabus can be used separately or in conjunction with other areas of Oriental Art History. The text is 40,000 words and there are 253 descriptive slides. Caution should be exercised so as not to overburden the student with quantity. Rather, the selection should be held to a limit which is believed to be sufficient for effective learning at the beginning level.

A.3.

MATRIX CODE: 1.3; 2.2; 3.10; 3.11

PROJECT: Learning and Student Interaction in Small Self-Directed College Groups (Social Psychology Classes)

DIRECTOR: Leslie R. Beach

INSTITUTION: Hope College, Holland, Michigan

ERIC REFERENCE NUMBER: ED 024-316 COMPLETED: June, 1968

There is growing evidence regarding the special benefits to be derived from self-directed learning groups, in which students operate without an instructor, determining for themselves the rate and manner in which to study course material and to evaluate their performance. At Hope College, 54 students enrolled in a social psychology course in the fall of 1966, were randomly assigned to groups of six after undergoing pre-testing, completing a pre-course questionnaire, and receiving a detailed syllabus, explanation of course requirements and grading procedures and a manual on small group discussion. Groups met once a week and turned in individually completed sheets reporting feelings toward the group and the particular meeting. About 1/3 to ½ the meetings were held in an observation room where the students were observed (from behind one way mirrors), tape recorded and videotaped. A voluntary meeting of the entire group took place every two weeks. Once a week, the professor was available for free discussion. Students took a final exam on course content and evaluated their own as well as individual group member's progress and contributions. Final grades were determined by exam performance, a paper or project, group member evaluation and self-evaluation. Results were generally positive. Students and investigator learned much about group dynamics, critical thinking was better and the student's satisfaction with the course was high. Students having low grade point averages reported better study than in other similar courses. There were some negative reactions but evidence indicates that small group interaction combined with established values of traditional teaching techniques produces an educational experience that is total, and not merely academic. (ERIC-JS)

In his summary Dr. Beach states: "The experimental students did not perform as well as a control group under conventional classroom lecture-discussion instruction but achievement was certainly satisfactory." In a 1960 study at the University of Michigan, the investigator discovered that the small independent study groups achieved well on course examinations.

Recommendations made at the end of the study were that: (1) future studies should include a control group which can be run at the same time and provide measures on all variables to parallel those of the experimental group; and, (2) future experimentation might involve more structure.

A.4.

MATRIX CODE: 1.3 - 1.4; 2.2 - 2.3; 3.9 - 3.10

PROJECT: Feasibility of Urban Service Opportunity and Curricular Amplification: "The St. Louis Project"

DIRECTOR: Robert V. Guthrie and others

INSTITUTION: MacMurray College, Jacksonville, Illinois

ERIC REFERENCE NUMBER: ED 026-979 COMPLETED: July, 1968

The difficulty of a small liberal arts college, located some distance from a city, to expose its students to the urban problems of 20th century America lay behind this most interesting training and curriculum developing project.

The purpose of such a program, in which students and faculty live in the inner city while continuing their normal course work, would be to:

1. Enhance the curriculum by broadening the context in which courses are studied rather than adding new courses.
2. Rehabilitate housing units in which the project was located.
3. Participate in and render service to the community.
4. Provide college-age personnel to social service agencies already operating.

"The program is designed both to supplement existing community services and to respond to unmet needs within the community. The provision of college trained people functioning as MEMBERS of the community was aimed at countering a major weakness in community development--the lack of trained personnel. Research indicated that buying and rehabilitating demands large capital investments but the establishment of residence units on a rental or leasing basis is feasible and desirable. A small college can successfully initiate and implement such an urban residence program without a big capital outlay. Cost analysis of the project and analysis of the geographic area and choice of site are included; the course structure, social service opportunities, and the administrative problems of implementation are discussed." (ERIC-JS)

An excellent annotated bibliography on Urban affairs is included and covers:

1. History of the city.
2. The Modern City.
3. Modern Urban Problems.
4. The Future of the City.

The unbelievable sub-problems in starting up this program are realistically reviewed. One of the major questions was where meals might be obtained. Even now the problems of long range financing and tighter guidance still remain to be worked out.

A.5.

MATRIX CODE: 1.1 (Jr. Hi.); 1.2 - 1.3; 2.2 - 2.3; 3.5 - 3.6; 3.9

PROJECT: The Identification of Criteria for the Effective Use of Films in Teaching History in the Classroom, in a Variety of Teaching Situations, Grades 7-12

DIRECTOR: Dr. Robert Zangrando

INSTITUTION: American Historical Association, Washington, D.C.

ERIC REFERENCE NUMBER: ED 026-854 COMPLETED: July, 1968

"Students mistrust formulas or verbalizations; they want experiences...film gets through because it's an emotional and sensuous medium... motion pictures are communicating with this generation because they are emotion pictures, because they deal with experience." (Father John M. Culkin, Director of Fordham University's Center for Communication).

This study was designed to aid teachers in obtaining maximum return from the constantly increasing flood of motion pictures being prepared for the classroom. The report is directed to junior and senior high school teachers, curriculum specialists and social studies coordinators in schools; college and university professors training future educators; public officials at local, state and national levels; and, finally, to the film makers themselves.

The one year project began with a four day working conference in April, 1967, at Indiana University's A.V. Center. Papers were presented and circulated widely for feed back (NDEA history workshops, NCSS and AHA meetings, student teachers, etc.) Two spinoff projects, by the American Historical Association on film utilization in the classroom came out of this study.

There is a definite need for effective pre-service and in-service programs that will prepare educational personnel to use film more productively. This is the first time in the history of our nation that an entire generation, from 10-35, has had TV and movies as an inherent part of their intellectual experience.

A major concern was the lack of film utilization by teachers and professors on the higher educational level who are preparing, in many cases, tomorrows' classroom instructors.

Six historians, three master teachers from schools, one educational psychologist, two specialists in communications, one historian from the USOE and two staff officers of the American Historical Association met together. In a short while, two major areas of emphasis emerged--one that

A.5. (cont.)

felt that if a film was marred by repeated inaccuracies, it did not belong in the classroom. The second group felt that as long as the teacher used it in an imaginative and creative way in the learning process, a few minor errors were not a major detraction.

Dr. John Dahl, a master teacher, and Dean Albertson, a university historian, were given the challenging writing job.

Some general suggestions:

1. A teacher must know his goals and whether or not a film exceeds the learning ability of other methods of presentation in achieving those goals.
2. Is the purpose of a film to review? If so, does it do so in an interesting manner without boring students?
3. Movies can "rouse the emotions and create a totality of impressions in a manner that exceeds the results derived from other teaching materials".
4. "One of the strengths of the film--the so-called 'thalamic effect' can also be a major weakness, if it creates a mood or emotional tone that impedes or limits further learning."
5. It is difficult to have any film represent more than one side of a question.
6. "A particular film is not necessarily well or poorly chosen, unless one considers a range of factors that include the teacher's objectives, the needs of the students, and the nature of the film medium and of history as a discipline."
7. A good introduction to a film increases maximum learning.
8. By careful previewing one can turn disadvantages to advantages simply because one knows what he wants.
9. "Our whole lives have been conditioned to think print...yet many legitimate objectives of history can be reached better with pictures or sound than with the printed word." (Dr. Edward Fenton) "For students who are poor readers, sight and sound serve far better than the printed word."
10. "Given enough practice in listening and looking, their experience with film, television and radio for the remainder of their lives may well be richer and more rewarding."
11. Students should learn to criticize films carefully.
12. We must "overcome fear of electronic equipment which sends many teachers into culture shock".

A.5. (cont.)

13. Films are extremely useful if economy of time is important to the teacher...especially for a panoramic view of history.

14. Many..."film producers (and the historians who have loaned their names to film companies as consultants) are more interested in profits than pedagogy".

15. Instant tests on movies should be resisted because they can kill the medium as a teaching device.

Many films are recommended and at the end of the report are papers presented by some of America's outstanding historians plus a twelve page listing of sources of AV materials dealing with history, including where to purchase or rent them.

A.6.

MATRIX CODE: 1.2; 2.1 - 2.3; 3.6; 3.8 - 3.9

PROJECT: Impact of the Study of Communism on Student Attitudes Toward Democratic Values

DIRECTOR: B. J. Allen, Jr.

INSTITUTION: Florida State University, Tallahassee, Florida

ERIC REFERENCE NUMBER: ED 032-329 COMPLETED: October 3, 1968

The challenge to transmit the whole American culture to the young and to acquire a deep, lasting appreciation for our culture lies mainly in social studies. In Florida, the study of communism is required, by the legislature, of all high school students. Mr. Allen's research attempted to ascertain the effectiveness of studying communism in developing greater commitments to democratic values. The Allen Scale of Beliefs was used. Pre and post-tests were given, using the Allen Scale, to 1612 students enrolled in sixteen high schools from four Florida counties who were taught by 46 teachers. Of the 46 items on the Scale, students achieved significant mean gain scores on twelve. The investigator, after analysis, felt that the positive effects attributable to the study of communism were offset by the negative effects produced. Implications were that the study of communism should be modified to focus on comparative and contrasting features between totalitarianism and democracy.

The period of time devoted to studying communism does not appear to be a significant factor in developing democratic value attitudes since the less than six weeks study produced gains at least as great as the eighteen week units did.

Students whose fathers were college educated achieved consistently higher commitment to democratic value scores.

Teacher background proved influential in yielding differential degrees of commitment to democratic values. Teachers with an "average" background seem most successful in achieving high commitments to democratic values among their students.

The report contains a good review of earlier attitudinal change research studies. These earlier studies show the influence and lack of influence of various social studies teaching procedures on the democratic values of students. From this literature, it seems that attitudinal change occurs when instruction is aimed directly at the attitudinal dimension involved.

A.6. (cont.)

This study also showed that students who fail to align themselves with either major political party actually receive a negative influence from studying communism. It was felt that these students should be studied in greater detail.

Among Mr. Allen's suggestions for future attitudinal research was a desire to have a greater in-depth study of value ambiguities--why do students appear to hold relatively high commitments on certain attitudinal dimensions and then, on closely related propositions, manifest considerably lower commitments? One example he cites showed that one group, after the study on communism, developed more commitment to the value of free speech, but sustained a lesser commitment to the proposition of a free press.

A.7.

MATRIX CODE: 1.3; 2.1; 3.1; 3.8 - 3.10

PROJECT: Education and Primary Development in Malaya 1900-1940

DIRECTOR: David J. Radcliffe

INSTITUTION: University of Wisconsin, Madison, Wisconsin

ERIC REFERENCE NUMBER: ED 026-401 COMPLETED: December 31, 1968

The impact of education in developing societies is the major concern of this report. It studies the lateral forces of education---those drawing a community together, as contrasted with vertical forces of education which select and create elites. It is concerned with education at the widest reach of its net, at the base of the pyramid, in primary schools and their teacher training accessories. (Interestingly enough, the secondary schools were using the western languages of the colonial power while the primary system used the vernacular of the people.)

The bibliography of six single spaced pages is quite thorough and a map of Malaya, showing the various states, is also included.

This study investigates low-level primary education of rural village schools in Malaya to determine the influence of education in the development of the Malaysian community during the period from 1890's to 1941. In addition, the concept that the "mass" can develop into an "audience" with specific interests and demands was considered. The four sources of information for the research were official government records in London and Kuala Lumpur, interviews with Malay schoolteachers, the pre-war Malay press, and a local survey in the subdistrict of Ulu Langat, Selangor, Malaya.

The study shows that when the colonial British government was established in 1896, the Malays of the Federated Malay States were not a homogeneous community but a diverse group of Malaysian peoples. The period of British rule saw the emergence of the Malay community as colonial policies caused both stimulation and reaction.

"The Malay school initially did its work by representing symbolically the force of education for change, but as it was finally established, it failed in its responsibility to the learning potential of Malay society." The audience had been created but its tastes were not satisfied with the program offered it. Lack of audience enthusiasm was interpreted as apathy.

The problems of the investigator were greatly increased due to the effects of World War II which ravaged records and used schools for housing troops. Language and script differed on records and the memory of interviewees disagreed on many points!

A.8.

MATRIX CODE: 1.2; 2.1; 3.8; 3.9

PROJECT: A Study of High School Students' Sources of Authority Information and Their Resistance to These Sources.
(Ph.D. Thesis; The Effects of Expert Power and Dogmatism on a Process of Individual Decision-Making)

DIRECTOR: Paul A. Dawson

INSTITUTION: Michigan State University, East Lansing, Michigan

ERIC REFERENCE NUMBER: ED 031-755 COMPLETED: March, 1969

This study investigated the effects of the "expert power" of an authority and the dogmatism of an individual on stages of the individual's decision-making process. A modified version of Form E of the Dogmatism Scale was administered to 1051 male and female high school students in grades nine through twelve of six public high schools in five Michigan communities. The first experimental procedure consisted of an original Political Issue Experiment (PIE). The Dogmatism Scale and the experiment were administered to entire classes in courses that were required at each grade level in the six high schools.

The results of this study indicate that all subjects, irrespective of level of dogmatism, free themselves of the effects of the expert power of source as they complete the analysis stage of their decision-making, i.e., as they first choose a response alternative which is contradicted by the authority but supported by their own senses. Individuals in the post-analysis stage of their decision making processes do not seem to be susceptible to informational social influences.

Even after authority was invalidated, closed-minded persons retained positive evaluation of source whereas, open-minded persons would not. Dr. Dawson felt that some ambiguity surrounding the results could lead to further study and research.

Trial I--TPG--showed that both closed and open-minded individuals were equally willing to accept and act on information from an authority (98.01% changed towards that authority opinion while the control group, which did not know that the person quoted was an authority, changed only 55.14%).

Sex did not seemingly effect the degree of dogmatism. An inverse relationship between grade level and average dogmatism scores was noted. Higher grade level decreased dogmatism.

A.9.

MATRIX CODE: 1.2 - 1.3; 2.3; 3.7

PROJECT: The Development of a Retrieval System for 35MM Slides Utilized in Art and Humanities Instruction.

DIRECTOR: Robert M. Diamond

INSTITUTION: State University of New York-College at Fredonia, Fredonia, New York 14063

ERIC REFERENCE NUMBER: ED 031-925 COMPLETED: March, 1969

This is a first phase of a major project to develop and field test a functional search and retrieval system for 35mm slides used within the fields of Art, History, Literature and Drama.

The objectives of Phase I were:

1. To evolve a logic and rationale for a retrieval system that would permit the different disciplines to utilize a single 35mm slide collection.
2. To develop a prototype list of identifiers that would meet the requirements of the different subject fields. (Identifiers = terms used to describe a given slide for retrieval purposes.)
3. To test the general practicability and logic of the system by assigning these identifiers to a random selection of approximately 150 slides.

A field test of the system yielded the following main conclusions:

1. The system is possible and practical.
2. Slide collections should not be limited to one subject area since they tend to have application in more than one discipline.
3. These collections are most useful when designed to permit a user to locate items using terminology he is familiar with.
4. The system is easy to use, is compatible with any shelving or cataloguing system, and can be used either with a computerized or manual retrieval system.
5. There is still a great deal of work to be done to refine and perfect the system.

Persons involved in or considering the development of such a retrieval system should find the recommendations and conclusions on pages 14-16 of the final report most helpful.

A.10.

MATRIX CODE: 1.2 - 1.3; 2.1 - 2.4; 3.10 - 3.11

PROJECT: The Hippie College Dropout

DIRECTOR: John Howard

INSTITUTION: City College of New York, New York, New York 10031

ERIC REFERENCE NUMBER: ED 027-853 COMPLETED: March, 1969

This research was designed to:

1. Establish the extent to which the hippie movement posed a new kind of dropout problem for institutions of higher learning.
2. Identify those aspects of hippie subculture which made it an attractive alternative for certain kinds of dropouts.
3. Develop policy proposals aimed at increasing the effectiveness of institutions of higher learning in meeting the needs and expectations of contemporary students.

Administrators at nine San Francisco Bay area colleges plus hippies from the Haight-Ashbury section of San Francisco and the Portland, Oregon area were interviewed during the summer and fall of 1968.

Conclusions of the study were:

1. College deans do not perceive hippies as either creating problems on campus or as having affected the dropout rate--they were more concerned about militant black students and about the new left.
2. Hippies do not repudiate scholarship per se, but, rather, question whether or not the university affords the opportunity to learn.
3. Most of the hippies who have been in college have the intention of going back to finish.
4. Most claimed satisfactory academic performance but indicated that a lack of "meaning" in their academic work played a part in their dropping out.
5. College was considered as a place where one got a degree rather than where learning was important.
6. Most hippies were social science or humanities majors.
7. Hippies had no clear ideas with regard to university reform but, rather, spoke in vague terms about the need for change.

A.10. (cont.)

8. Younger hippies expressed more bitterness about their high school experience than older hippies did about college.

The author speculated that hippies provide the "troops" for the new left activists and militant blacks. He also feels that students should be involved as equal partners in making decisions with regard to how the university is to be run. As regards the university and the community, the author recommended that:

1. Universities should set up "urban service centers" in ghettoes and slums in order to bring to bear the talents and skills of its staff. (Note final report: "Feasibility of Urban Service Opportunity and Curricular Amplification: 'The St. Louis Project'" -- see A.4., p.13).
2. Make instructional offerings more exciting--utilizing the talents of non-credentialed people with special experitise. Persons involved in the day-to-day problems would enrich and satisfy the demand for more relevant instruction.
3. Enlarge opportunities for students to initiate courses.
4. Increase student opportunities to explore and take courses without fear of "failing" or getting "bad grades". There should be more pass/fail options.

A number of hippie expressions are defined and an interesting history of the Hippie movement is given. This movement developed about two years after that phase of the civil rights movement in which large numbers of whites participating, had declined. "Freedom Summer" in Mississippi occurred in 1964 and the "Summer of Love" took place in 1967 in San Francisco. Between 1960-65, thousands of young whites, along with tens of thousands of blacks, risked life and limb to demonstrate to the nation the nature of racial injustice. Many were beaten and some were killed. The response of the larger society was always slow and not always honest. Thus by August, 1965, the Watts rebellion signaled the start of a new phase of the movement, a phase in which ghetto blacks, their condition worse than ever, after years of nonviolent protest, began to assert a more vigorous kind of struggle. Young whites had appealed to the conscience of the nation but had not been able to secure the kind of response which would have mitigated the conditions which produced Watts. The experience of youth in the peace movement was hardly more satisfying. Thousands marched and spoke out against the war but the official response was repeated escalation of the violence and the initiation of legal action against those who refused induction into the military.

A.10 (cont.)

A point mentioned several times is the concern that this movement will spread and effect high school students to a far greater extent in the future since high school students seem even more bitter than the college students.

The author and his assistants feel that the failure of society at-large to listen to the young peoples' pleas for peace and justice in the past partially caused the copping out of the hippies (A startling statistic was that 2/3 of those dropping out of college are in good standing at the time).

"Relatively few (hippies) respected research as an endeavor however, and thus the student of hippie subculture approaching them in the role of researcher ran the risk of being told wild stories of frenzied dope parties and weird love rites." However, drugs are common in hippie culture ...most frequent are marijuana, hashish, LSD and methodrine (speed). Hindu Krishna Consciousness is gaining from the Haight-Ashbury collapse in that proponents feel that on Krishna Consciousness one can stay high all the time.

A.11.

MATRIX CODE: 1.1 - 1.4; 2.1 - 2.2; 3.4 - 3.5 - 3.6 - 3.9

PROJECT: Testing the Effectiveness of Classroom Maps

DIRECTOR: Jack W. Miller

INSTITUTION: George Peabody College for Teachers,
Nashville, Tennessee 37203

ERIC REFERENCE NUMBER: ED 032-641 COMPLETED: May, 1969

Mr. Miller felt that there was insufficient evidence available to substantiate that classroom and textbook maps do the job for which they are intended. There is some evidence that both children and adults miss the significance of many facts and relationships on traditional maps. The investigator feels that to a large extent, this failure might be due to the fact that map design is left to cartographic custom and armchair logic rather than to research.

Reference is made to the Benjamin Fine (New York Times, 1951) survey which revealed that students in American colleges were distressingly deficient in geographic knowledge. Many of the 4752 students included in the study were unable to define such terms as delta, altitude, latitude, or isthmus. Others could not identify important rivers and important nations on outline maps. A brief but interesting review of earlier research in the area is discussed.

This study had three objectives:

1. To measure the ability of fourth, fifth and sixth grade pupils to extract information and perceive relationships on a "traditional" physical-political map.
2. To determine if certain alternate map designs would be more effective than the traditional map in communicating this same physical-political data.
3. To discover if children of different age, grade level, intellectual ability, map reading achievement, sex, or socio-economic status had different needs in map design.

"The major premise of the study, that modifications of a traditional map would be reflected in improved performance in map reading, clearly was supported by the results. Overall, two of the three experimental maps tended to be superior to the traditional map. Looking at various components of difference between these two and the traditional map, it is possible to single out the need for a prominent, rather complete legend or key as one major factor in good map design. A second factor to include,

A.11. (cont.)

whenever the map is to be used for identification of direction, is a compass rose. .....When locations are to be read from the map or points on the map identified in terms of latitude and longitude, emphasizing those lines (latitude and longitude) is a significant aid to the child. The contention that children can read a map more accurately when only three or four type sizes are used (with good size differentiation between them) was supported by this study."

"The results show a steady increase in performance on map reading tasks from grade four through grade six; pupils in higher grades demonstrated increased competence in map interpretation, probably as a function of social studies instruction.

"Data obtained in this study would not support contentions that fourth graders, girls, lower SES, or slow learners need differentiated maps. Instead, cartographers should address themselves to overall improvements.

"Even with four experimental map designs and a series of separate subtests within the main instrument, it is hardly possible to identify the ideal map design for middle grade pupils. Within the limitations of having tried only four map designs from an infinite number of possibilities, however, one might postulate that a composite map which carries a considerable amount of physical-political data, incorporates a prominent and complete legend, has a compass rose, accentuates lines of latitude and longitude, and has no more than three or four type sizes, would have more impact on pupils. Whether the classroom map should be printed in bright, highly contrasting colors or be cast in traditional hues apparently is still a matter of discretion with the cartographer."

A.12.

MATRIX CODE: 1.3; 2.1; 3.3 - 3.10

PROJECT: A Cross National Study of the Relative Influence of School Education: A Causal Analysis

DIRECTOR: Kenneth P. Langton and David A. Karns

INSTITUTION: Michigan University, Ann Arbor, Michigan

ERIC REFERENCE NUMBER: ED 034-320 COMPLETED: June, 1969

This study examines, within a single model in each of five countries (United States, Great Britain, Germany, Italy and Mexico) the relative influence of family, school, and work group participation upon different levels of political efficacy within a developmental context.

As a country develops it changes and educational opportunities expand. Especially is this true on the secondary level. A child often leaves home for secondary training and this introduces new norms, aspirations, etc. Better opportunities, different and more modern jobs await him and this strengthens jobs' efficacy.

In later stages of cultural development, education includes newer generation of parents as well as children. Mass communication also enters the picture. In this stage, schooling becomes more redundant and family and job influence in the political socialization process reaches greater parity.

To summarize, the face-to-face group environment of the family and job are more influential in developing a sense of efficacy than is the broader, less intimate school experience, the job being slightly more effective at the lower range and the family at the higher socio-economic range. This should be considered with some caution however, since standing too firmly on these generalizations may not give adequate importance to the great difference between nations. It was suggested that closer examination should be carried out in the future.

A.13.

MATRIX CODE: 1.1; 2.3; 3.6; 3.7

PROJECT: Interdisciplinary Arts and Humanities Programs and Cultural Centers for Elementary Schools--Title III

DIRECTOR: Edna Jean Purcell

INSTITUTION: Ball State University, Muncie, Indiana

ERIC REFERENCE NUMBER: ED 033-124 COMPLETED: August, 1969

"The humanities make us feel a little less lost and a little less confused, in a confused world. They help us to feel that we, too, belong to the family of man." (Evelyn M. Copeland).

The purpose of this study was to examine, describe and analyze the status of elementary school interdisciplinary arts and humanities programs which were funded by Title III, through the Elementary and Secondary Education Act of 1965. An attempt was made to see how each program meets the specific local or area needs and objectives. The study dealt mainly with programs included in the 1966-67 school year.

Evaluation is limited to the statements found in the literature of the programs and to those made by representative personnel in interviews and in questionnaires.

Robert Redfield, in his book, Human Nature and the Study of Society--Collected Papers (University of Chicago Press), suggests that "this use of statistical method and research has been carried to the extremes, resulting in the application of intense methods to inconsequential knowledge" and that the major areas of mankind remain untouched.

In Purcell's extensive review of humanities programs on the elementary level she discovers over and over again the reminder that; "The content of the program is not as important as the teacher".

Various outstanding programs are described. It is noted that no two projects are alike because the communities are all different. The needs of the community form the base of the program. A model for a beginning program is suggested, however.

The study found that the personnel are enthusiastic and deeply involved but greatly overworked. Staffs are limited in numbers as well as by finances. Teacher workshops with no credit do not do the job since teachers need credits for salary increments, etc. Teachers will often give lip service but do not get involved without some type of extra reward.

A.13. (cont.)

Most humanities programs suffer intense stress when government funding gives out.

The report is very thorough, exhaustive and quite realistic as to problems involved. The last chapter contains fourteen suggestions for planning and maintaining a humanities program.

An extensive bibliography plus appendices, which analyze over 140 interdisciplinary programs, are included.

B. RECENTLY COMPLETED FINAL REPORTS NOT PROCESSED INTO THE ERIC SYSTEM AT THE TIME OF THIS REPORT

B.1.

MATRIX CODE: 1.2; 2.3; 3.9 - 3.10

PROJECT: Special Social Studies Class Under Model School Program of the Washington, D.C. Public School System

DIRECTOR: Jay Mundstuk and Linda Kuzmack

INSTITUTION: Metropolitan Washington Planning and Housing Association, 1225 K Street N.W., Washington, D.C. 20005

ERIC REFERENCE NUMBER: EP 011-028 COMPLETED: June 1968

In the 1967-68 school year, a special Urban Problems class was introduced at Cordozo High School after a successful semester pilot course had been completed. The curriculum was developed and tightened so that it might be usable in any city across the country. The course attempts to "involve the student in an indepth examination, through PRACTICAL EXPERIENCE, of the internal operations and issues of the Washington Metropolitan area. ....To date four students have gained voting and decision-making positions in citizens groups and governmental organizations".

A primary goal was to help inner-city teenagers develop the ability to cope with the city around them. Through practical knowledge of housing codes, transportation needs, agency structure, and planning techniques, it was planned that they would ultimately get enough knowledge to plan a section of Washington the way they would like to see it rebuilt. Stimulating students to turn to educational and vocational choices which they might not have thought of previously, was another desired outcome.

A complete one semester guidebook for teachers is now being prepared. A summary of major lessons is found in Appendix I of this final report.

Fostering constructive attitudes as to possible avenues of peaceful change was stressed. Time, as usual, was a major problem due to school schedules. The last periods of the day proved most desirable in order to permit field trips. Trips became an essential part of the course and were a counterpart to traditional academic matter. Students visited offices, interviewed people on the street, spoke with the mayor, and with the National Capital Planning Commission. They took dozens of photographs for a "photo essay" of the Shaw area of Washington--a section of the city hard hit by the April 1968 riot. Students were challenged to redesign this area of Washington as though they were completely in charge of the redevelopment.

B.1. (cont.)

Many of the students' essays were remarkable in a social studies department where 60 to 65% of the students were below the national average in social studies as cited by the Passow report. The instructor, being white, found it difficult at this time of stress, to be relevant and had to reevaluate his position in his predominantly black school. Students had to find things out for themselves and from fellow blacks rather than from middle class whites. An approach was developed which the instructors felt would be helpful to other teachers across the country. The traditional civics class concept (via traditional texts) on how the city works, were not relevant here in the inner city. "We wanted to give them something that would help them understand what they could do about their sagging porches and rats in the basement and, on a more sophisticated level, what could be accomplished through urban development to rebuild a section of the city".

A wide variety of first-hand materials drawn from the city--instead of standard texts or series of paperbacks--were used. Some materials came from agencies involved in the area. Students obtained survey data, newspaper articles, photographs, etc.....discovery. Materials were presented to raise questions, not so that students would remember what was said, but so that they would do something with these materials; identify arguments, analyze data, advance explanatory hypotheses, etc. The teacher was the questioner and provocateur, rather than a source of information. Speakers from city agencies and community leaders came to class. Students went to landlord-tenant court and to the D.C. Small Claims Court. They spoke with Neighborhood Legal Service Lawyers. They also went into the Washington suburbs and into the new towns of Columbia, Maryland, and Reston, Virginia.

Some old line teachers and some administrators were not particularly receptive. The lesson plan outline shown in the report should be used as a spring-board from which teachers in other areas can create urban problems courses as they are applicable to their own cities. The following units were included: I. What is Washington?; II. History and Population; III. Housing; IV. Consumer Problems; V. Employment; VI. Action for Change--Community Organization; and VII. Planning.

The authors suggest that planners, architects, public health doctors and specialists, recreation leaders, lawyers involved in community law, police, transportation experts, to name a few, should be offered a "teaching fellowship" stipend to take a year away from their work to devote full time to working with teachers and classes in the area of their expertise. Summer NDEA workshops are also suggested.

Appendices include sources of materials, bibliographies and some very interesting student writings.

B.2.

MATRIX CODE: 1.2; 2.3; 3.5

PROJECT: Curriculum Materials for American Civilization: A Case Study Approach

DIRECTOR: Dr. John S. Gibson

INSTITUTION: Lincoln Filene Center for Citizenship and Public Affairs, Tufts University

ERIC REFERENCE NUMBER: EP 011-575 COMPLETED: August 31, 1969

This report describes the reworking of the traditional course in American Civilization (History) on the high school level. The new approach will emphasize the case study method. It will cut across times and disciplines and will be more relevant to contemporary issues. The main themes to be covered are:

1. Intolerance.
2. Idealism.
3. Protest and Dissent.
4. Technology.

These will come from original historical materials and will permit students to compare historical documents with current issues.

"The selection of subjects comprising the units of the curriculum provides wide opportunities for impressing on students the importance of participation in the democratic process; the ultimate goal being responsible citizenship."

The materials will be geared to the eleventh and twelfth year reading level, the level at which the one year of American History is required in all public and private schools throughout the country. The material will be aimed at the general student because it is he who almost immediately enters into the life of the community. Role playing and greater class participation will be encouraged.

Dr. Gibson is Director of the Lincoln Filene Center, Professor of Political Science and Professor of Education at Tufts University as well as Professor of Public Diplomacy at the Fletcher School of Law and Diplomacy. Since 1964, he has supervised a curriculum improvement project in the social studies at Lexington (Massachusetts) High School. He has also directed a number of institutes in the area of secondary social studies education. Dr. Gibson will be assisted by Miss Elisabeth M. Kenosian, Research Assistant, who has for the last six years been a classroom teacher at Masconomet Regional High School, Boxford, Massachusetts.

B.3.

MATRIX CODE: 1.1; 2.1 - 2.3; 3.9 - 3.10 - 3.11

PROJECT: Some Effects of Audio-Visual Techniques on Racial Self-Concept

DIRECTOR: John E. Teahan

INSTITUTION: Wayne State University, Detroit, Michigan

ERIC REFERENCE NUMBER: EP 011-251 COMPLETED: November 1969

This investigation attempts to follow up previous research dealing with the impact of successful Negro professionals, (who had come from impoverished beginnings) on the self-concept and level of aspiration of Negro youth who might receive some inspiration from these success stories. Of particular interest was the hypothesis, emerging from previous study, that improved self-concept in the racial pride of Negro youth results, at least initially, in greater hostility toward whites.

Elementary students from four Chicago Catholic schools and boys from one high school served as subjects for this investigation. Students from three schools saw twelve films of six black professionals and six white professionals on a once-a-week basis. Controls, who saw no films, were drawn from each school. Another school saw only six black films on a weekly basis, while its control was a school from a similar neighborhood which saw no films. Pre and post-testing was done one month prior to the first film and one month following the last film. Tests used included the differential reaction of students to anonymous black and white faces, which were rated on various personality traits; a level of aspiration method, which attempted to guage desired future goals, as well as predictions of success; and at the high school level, a questionnaire which dealt with attitudes of racial superiority and inferiority.

Similar to previous findings, students who saw films changed significantly following the films in terms of their evaluation of white photographs, with lower socio-economic males becoming more negative toward white faces. Experimentals also changed significantly in their rejection of attitudes of white superiority, while controls moved in the opposite direction, showing less racial pride over the period of time.

The work stemmed from the observation often made that the Negro has remained, too often, an invisible man in our culture, outside of sports, music and the entertainment field. Past studies (referred to in the report) have shown the tendancy for almost all black children to show preference for white skin. The popularity of hair straighteners and skin bleaches up until recently, when the "black is beautiful movement" gained momentum, illustrated this preference.

B.3. (cont.)

Experimental students who saw films at both the elementary and junior high school levels became significantly more optimistic about future success and became more realistic about "wished for" goals, while their controls became more unrealistic and more pessimistic.

The general format used in each film was to have the first half deal with the occupation of the person involved. The interview with the subject was done at his place of business and focused on the nature of his work. The second half of the movie was filmed in the subject's home where members of the family were introduced. The names of the individuals involved plus a brief written summary about their lives is included in the final report.

Less "black back-lash" was found among the students who viewed the black films only. It was suggested that possibly the inclusion of white success stories may in itself engender negative feeling.

The summary states that, "There was considerable evidence generated in support of the findings of a previous study by the investigator that films of successful black males, who have themselves overcome racial, economic and other obstacles in the achievement of success, can generate a positive influence on Negro youth, particularly those youth who need it most, namely lower socio-economic males. It was this group of students who consistently, in almost every school, seemed to show the greatest change following the film sequence when compared with their controls."

B.4.

MATRIX CODE: 1.3 - 1.2; 2.1; 3.1 - 3.5 - 3.9 - 3.10

PROJECT: Radical Acculturation Patterns in a Traditional Immigrant Group

DIRECTOR: Martha Bahniuk Clymer

INSTITUTION: Department of Anthropology - College of Liberal Arts
Temple University, Philadelphia, Pennsylvania 19122

ERIC REFERENCE NUMBER: In process of being entered into ERIC's (RIE) Research in Education

COMPLETED: January, 1970

In 1962, Robert Kennedy, Attorney General, authorized the admission of 250 Believer Immigrants from Turkey to the United States. Sixty families with a total of 124 children under twelve came in. The migration of these Russian Old Believers was one of the speediest known. The Tolstoy Foundation assumed most of the task of resettling them. They arrived at Idlewild Airport on June 5, 1963 and were sent to two initial resettlement locations.

They had been informed of the problems they would face before leaving Turkey. They were close to the Amish Mennonites in dress, beards and meeting houses, but a language barrier kept them from communicating. The New Jersey group soon dispersed from its original location as a loss of solidarity took place. After earning money, the New Jersey group traveled to other Russian speaking American communities.

The object of this study was to observe and describe the acculturation patterns of the Old Believers in their attempt to make a rapid transition from a society rooted in 17th Century traditions to the industrialized society of the modern world, with special reference to family organization and education.

The anthropological guidelines for the study are based upon the works of Herskovits, Linto, Redfield, Bohannan and Plog, Foster and others. The research design follows the holistic approach.

The investigator and her husband moved into a group of Old Believers (who had settled in Woodburn, Oregon) for one summer and integrated themselves, as best possible, with the people.

Findings:

1. A period of disequilibrium upon arrival in the U.S. threatened their way of life and they migrated to Oregon and other places where their customs might better survive.

B.4. (cont.)

2. Old values were retained most in religion.
3. Acculturation took place most rapidly in matters of economics. American products became a major lure and prosperity conflicted with older simpler ways. Greater financial security weakened ties among family members and factory work was adopted by many of the younger individuals in preference to farming.
4. Public education is a potent agent of change--especially affecting the young.
5. Caught in the middle between the old and new ways, children felt the most pressure.
6. The disruptive influence of acculturation was most apparent in the family.
7. An exodus to Canada and Alaska took place which might, in the long run, be the only chance for the people to retain their cultural identity.

This is a very penetrating and interesting study and might be worked into a case study approach for students to discuss and solve before the true happenings are recounted. Since we are mainly a nation of immigrants, this study could afford some insights into the problems faced by earlier (and present day) settlers.

B.5.

MATRIX CODE: 1.1 (Jr.Hi.); 2.1; 3.9 - 3.10 - 3.11

PROJECT: The Effects of Heterogeneous and Homogeneous Groupings on Student Attitudes and Student Performance in 8th and 9th Grade Social Studies Classes

DIRECTOR: Dr. Leonard A. Marascuilo

INSTITUTION: School of Education, University of California, Berkeley, California; and, Berkeley Unified School District

ERIC REFERENCE NUMBER: EP 011-362 COMPLETED: April, 1970

This study was conducted to help administrators decide whether or not homogeneous classes are indeed necessary for quality education in American public schools. Other interests were:

1. To determine if students learn more in a heterogeneous setting.
2. To help teachers and administrators structure quality education programs.
3. To develop a program which was responsive to Berkeley needs.
4. To show the community that the integration decision was a responsible and well-thought out, progressive act. (The social studies section of the Sequential Tests of Educational Progress- STEP- was administered to all students enrolled in 8th grade social studies classes.)

The class was divided into three groups which represented: (1) the parents opposing grouping; (2) those whose parents were for grouping; and, (3) the group that contained students who had brought back "no answers". Positively stated the hypotheses were:

1. Heterogeneous classes-track one children do as well as track one in homogeneous classes.
2. Track two children placed in heterogeneous classes will do significantly better than track two students in homogeneous classes.
3. Track three children placed in heterogeneous classes will do significantly better than those track three students placed in homogeneous classes.

A summary of the 1967-68 school year findings was not impressive. Non-significant differences showed track one students not achieving well under heterogeneous grouping. Teachers in heterogeneous groups found

B.5. (cont.)

stimulating track one students difficult. These students went with the class average rather than doing their best. Teachers felt that they did not have enough time to prepare adequately before the advent of the first year's study.

However, heterogeneously trained students in track two and three performed as well as their counterparts in homogeneous classes on relevant items of the Cooperative Social Studies Test. Track one was slightly below expectation. A series of attitude questionnaires was also given the students.

The second year of the study proved more ideal. The concluding paragraph relates: "...The track one students in the heterogeneous classes scored as well as the track one students in the homogeneous classes. Track two students in the heterogeneous classes outperformed their counterparts in the track two homogeneous classes. In addition, the track three students trained in the heterogeneous classes obtained higher scores on the achievement tests than did the track three students trained in the homogeneous classes".

This report contains a good reivew of the history of ability grouping and reviews earlier studies in this area. It suggests that curriculum must be adopted for the groups involved. Also mentioned is that many experiments in this area have been poorly carried out. Homogeneous grouping has been best where differentiated materials have been used and where a careful plan has been worked out in advance.

B.6.

MATRIX CODE: 1.3; 2.2; 3.8

PROJECT: Identification and Directed Counseling of Political Science Majors

DIRECTOR: Dr. Rene N. Ballard, Dr. Robert Seibert and Dr. Frank Feigert

INSTITUTION: Knox College, Galesburg, Illinois 61401

ERIC REFERENCE NUMBER: In process--check listings in Research in Education (RIE)

COMPLETED: June, 1970 (Approximate)

The Department of Political Science at Knox College has long been concerned about judging the effectiveness of the teaching and counseling of their majors. The grant permitted them to survey and/or develop a number of tools to the end of identifying strengths and weaknesses of political science majors and of their programs.

Data was collected for one year on all majors--sophomore through senior years. The examination of this data was oriented toward the isolation of indicators that would enable them to counsel their students more effectively and to understand the complex variables involved in the successful completion of the major. The variables utilized in the study are included in it's report.

The three authors involved feel quite certain that they have succeeded in defining a number of variables particularly relevant to the success of the political science major at Knox. Their test is called "Options Open" and they will refine it in the next several years.

They noted that their interest in the progress and problems of their majors produced a reciprocal concern and increased interest. An already strong rapport was strengthened even further.

MATRIX CODE: 1.1; 2.1 - 2.3; 3.5 - 3.9 - 3.10 - 3.11

PROJECT: The Effect of a Series of Indian History and Culture Video-Tape Lessons Upon the Attitudes of Indian and Non-Indian Students

DIRECTOR: Joseph Pecoraro

INSTITUTION: State Consultant of Social Studies, Main State Department of Education

ERIC REFERENCE NUMBER: In process--check listings in Research in Education (RIE)

COMPLETION: June, 1970 (Approximate)

Mr. Pecoraro feels that the study will create a better understanding among the Indian and the non-Indian people in Maine. Long term goals are to improve conditions on the reservations in the area of Maine studied and to improve the attitudes of the surrounding non-Indian communities regarding the Indians. It is hoped that the Indians' self-image will be strengthened and that the prejudices of youngsters in surrounding areas will be reduced.

"We are all ignorant. Different people are just ignorant about different things", stated Will Rogers. Systems of rewards and punishments vary with different cultures. What is reward and punishment in our culture may not hold true in the Indian culture. The national Indian dropout rate is 60%. Their cultural needs are not being met. They experience a serious alienation problem in that they feel that they are neither Indian nor "white". Too often teachers are not aware of their Indian students' culture. Teachers sometimes feel that Indians are incapable and if they feel this long enough they will transmit this to their pupils.

Two experimental groups and two control groups, in grades 4-6, were to have been formed. The program was to consist of a series of video-taped lessons on Indian history and culture. The change in attitudes of the experimental groups was to be compared to the change in attitudes of the control groups. The Semantic Differential test and Attitude Scale test were to have been employed. Each lesson was about 22 minutes long. The lessons ran through the first semester of the school year and were to be video-taped by one teacher to eliminate any variables. The lessons were to cover:

B.7. (cont.)

1. Introduction to the American Indian.
2. History and culture of the American Indian.
3. Populations.
4. Contributions.
5. Misconceptions and the Corrections (About the Passamaquoddy Indians).
6. Economic life.
7. Governance.
8. The Right to be Indian.
9. Indian Student Attitudes.
10. Present Day Situations.
11. Indian Children--Culturally Disadvantaged.

B.8.

MATRIX CODE: 1.1 (Jr.Hi.); 2.3; 3.9 - 3.11

PROJECT: The Development and Testing of Instructional Materials to Encourage Self-Understanding and Self-Direction in Adolescent Youth

DIRECTOR: Dr. Richard C. Seavitt, Director of Secondary Education

INSTITUTION: Public Schools of the City of Dearborn, Dearborn, Michigan

ERIC REFERENCE NUMBER: EP 011-836 COMPLETED: July, 1970

The project was to develop a social studies program that would encourage self-understanding and self-direction in adolescent youth on the junior high school level.

Eight junior highs participated and the material was taught in the social studies subject areas in grades 7 and 8. A summer workshop session was involved.

Grade Seven--The Nature of the Individual and His Conflicts:

Unit I. An Introduction to Ourselves (Introduce selves to each other).
II. Man's Place in His Group
III. The Origin and Physical Development of Man
IV. Man and His Conflicts (Culminating Unit)

Grade Eight--The Nature of the Individual and His Roles in Society:

Unit I. Family
II. Peer Group
III. Secondary Groups

The eighth grade course intends to develop the understanding that every individual is a member of a large number of groups. That as a member of each group, he has many roles to play. In this society, and in all societies, role playing results in inter-group and intra-group conflicts. The nature of these conflicts and their method of resolution will depend upon the nature and purpose of the group and the society in which the group exists.

The program is to help the student develop:

1. A strong self-concept with a sense of individual worth.
2. A strong moral judgment.

B.8. (cont.)

3. A valid understanding of the nature of 'race' and of the many misconceptions of 'race' now prevalent.
4. A respect for ethnic groups and for their achievements.
5. An understanding of the nature of conflict as being a constant in human living and of the socially acceptable ways of resolving conflict.
6. A better understanding of the many roles the individual assumes as a member of society and of the influence these roles have upon him.

The end product will be resource guides which present the program's objectives in terms of behavioral changes; suggest suitable learning activities and learning materials for their achievement; and, present a method to evaluate this achievement.

The report contains many helpful materials for potential teachers.

C. SOCIAL STUDIES PROJECTS PRESENTLY GOING ON, BUT NOT COMPLETED, IN THE REGIONAL RESEARCH PROGRAMS

C.1.

MATRIX CODE: 1.3; 2.1; 3.6 - 3.9

PROJECT: A Study of the International Student Movement

DIRECTOR: Philip G. Altback, Assistant Professor, Department of Education

INSTITUTION: University of Wisconsin, Madison, Wisconsin 53706

Students are an important element in politics and in higher education--especially in the developing areas of the world. There has been little comprehensive research done concerning the international student movements--a complex of organizations and agencies, some of which are political, while others are religious or cultural.

Historically, many of the early leaders of developing countries, men like Nkrumah in Ghana, Ho Chi Minh, Chou En Lai, Nehru and Hatta in Indonesia, were involved. It is clear that international student groups are unable to finance themselves as the recent information on the role of the CIA and the communists, who have supplied some financing, has pointed out.

C.2.

MATRIX CODE: 1.3; 2.1 - 2.2; 3.9 - 3.10

PROJECT: Programming for the Facile Use of the IBM 360 Computer as a Laboratory Instrument in Social Science Statistics Courses

DIRECTOR: Gilbert Shapiro

INSTITUTION: Boston College, Boston, Massachusetts

ERIC REFERENCE NUMBER: EP 011-204 COMPLETED: April, 1970

This program is to facilitate the use of the computer as a laboratory instrument in undergraduate and graduate social statistics courses. It is designed for teachers and students who have had little or no prior computer experience. It will also service experienced computer operators.

The system is intended to be publishable, since it is designed for compatibility with all models of the series 360 IBM computers in use at many colleges and universities.

The system proposed differs from previous attempts, in its effort to provide maximum flexibility (so that teachers can design whatever experiments they desire), minimum requirements of computer language instruction for students, and maximum dissemination.

C.3.

MATRIX CODE: 1.3; 2.3; 3.3 - 3.6 - 3.9 - 3.10

PROJECT: Development of a Curriculum Plan and Materials for the Teaching of a College Level Course on the Economic and Social Development of Latin America

DIRECTOR: Richard S. Thorn

INSTITUTION: University of Pittsburgh, Pittsburgh, Pennsylvania

ERIC REFERENCE NUMBER: EP 011-116

The objective was to develop curriculum and materials for teaching college level courses in the economic and social development of Latin America. The investigators would make available in English the necessary materials for non-Spanish reading students. Dr. Juan Giral, with the Organization of American States, in Washington, D.C., is expected to assist.

There are presently 120 Latin America study centers in the universities of the United States. Yet there are no adequate textbooks of readings or case studies available. The University of Pittsburgh, in the last two years, has obtained 180,000 volumes in this area. Many of the materials have been tested and evaluated and then revised. However, most of the material available to Anglo-Saxon students are second hand sources. The curricula of many schools is shaped by the materials available and not by the educational objectives sought. Resulting from this study, the materials used would be made available to the teaching profession. The materials would come from the Alliance for Progress and other similar sources. This would then become a curriculum for an undergraduate course which would be proposed as a course in the School of Liberal Arts. Students via discussion, feed-back and questionnaires will have an input regarding the materials used.

The Latin America Area Center advisory committee, consisting of twenty outstanding scholars in the Latin America Area at the University of Pittsburgh, will also review the material.

Professor Thorn has traveled extensively in Latin America. Between 1957-62, he was an economist with the International Monetary Fund, working in the Western Hemisphere.

The university established its Latin America Study Center in 1962. It has a graduate certificate in Latin America Studies. In 1967, an undergraduate program in Latin America was initiated. The areas from which materials will be collected (in brief) are:

C.3. (cont.)

1. Historical Review of the Development of Latin America.
2. Strategies of Development.
3. Planning for Development.
4. Manpower Problems and Policies.
5. Agricultural Policies.
6. Industrialization.
7. Foreign Economic Policy.
8. Fiscal Policies.
9. The Private Sector.
10. Monetary Policy.
11. Regional Cooperation.

C.4.

MATRIX CODE: 1.4; 2.1 - 2.2; 3.9 - 3.11

PROJECT: The Development of a Value Observation System for Group Discussion in Decision-Making

DIRECTOR: Dr. Milton O. Meux

INSTITUTION: University of Utah, Salt Lake City, Utah

ERIC REFERENCE NUMBER: In Progress

This project will involve secondary social studies students in the Salt Lake City schools.

IV. GENERAL SOCIAL STUDIES RESEARCH - TODAY AND TOMORROW

The following is a general, alphabetically arranged summary of on-going research connected programs which step outside the boundaries of the Regional Research limitations. In addition, there are suggestions or comments by various social studies leaders regarding research in their field. Many interviewees were asked to suggest areas where they felt future research, manageable under the Regional Project format, might be done. We hope that this section will stimulate interest and commentary about social studies research.

A. Marin County Social Studies Project

Many readers may be familiar with the Marin Social Studies Project's, A DIRECTORY OF RESEARCH AND CURRICULUM DEVELOPMENT IN SOCIAL STUDIES EDUCATION. Financed through a grant from the U.S. Office of Education, it summarized over 100 social studies research and curriculum development projects. The director was Sid Lester, 201 Tamal Vista Blvd., Corte Madera, California 94925. The Project is located in the Marin County Superintendent of Schools' Office and attempts to disseminate the results of research and curriculum development so that people in the social studies field can stay informed of new developments. The directory summarizes, but does not evaluate, materials up to June 15, 1968. A new directory is presently being prepared.

Started under Title III E.S.E.A., the Marin County Project was designed to test some of the exemplary and innovative techniques and materials and to develop "A Social Studies Curriculum for a Modern World" (K-12). Materials from thirty-five projects are used in Marin County whose student body is largely college preparatory. Some 250 teachers field tested materials from these projects during the first two years.

They feel that so far most success has been shown by users of the elementary level materials entitled, "Man, Course of Study" from the Educational Development Corporation. The range of achievement on other projects is so great that concern has been expressed over the possibility that in most cases the teacher is a greater variable than are the materials.

In the third year, teachers will be asked to commit themselves to the use of the social studies program which they consider to be best at their grade level (K-12). The teachers will be assisted by the three full time social studies professionals who have already developed materials to help teachers make decisions about how they can upgrade their social studies program and choose the most appropriate materials. In-service time, if recommended by the initiating project, will be allowed.

During the last year seven schools, elementary through high school, are involved. Control schools are also used. Interaction in class between teachers and students will be studied as well as the cognitive level of student dialogue.

Marin County does not plan on developing any new student materials. It has developed its own teacher self-diagnosis instrument. The goal of the program is to encourage rapid change via involvement of teachers. It is attempting to do this with the very least disturbance possible to the normal school day. Teachers are asked to give volunteer time at the start of the year. Budget problems do not exist in that much money for innovative materials, etc., is available.

The project did not find what it expected to find. Its review of other analysis systems indicated that the meaningful evaluation of materials desired by the Marin County project was not available. The rating of projects was found too difficult because there were too many variables to consider.

Marin County received considerable money and had a chance to experiment. Staff members admit that they have had to back out of several blind alleys. A paper on their project will be delivered at the American Historical Association's meeting in December, 1970. It will deal with what is felt to be a major weakness in social studies programs in general. Too often there is no rationale for putting a course or curriculum into the social studies. Development of a meaningful rationale will be the major emphasis of the paper.

The following are some findings of the project as of March, 1970:

1. The "social studies" can best be defined via a functional definition ... i.e., "the purpose of the social studies is to make students more rational with regard to human behavior and social interaction."
2. There is little or no continuity or articulation between courses in the traditional social studies program.
3. An articulated (K-12) program must identify concepts, processes, skills and specific behaviors to be learned by students in a developmental program.
4. Teachers will do a better job working together on curriculum than they will by merely using "new" materials, or any materials for which they have no rationale, on their own.
5. There is a need for all social studies teachers to be retrained (as was the case with new math).
6. Experienced teachers' behavior can be substantially modified via improved and adequate in-service.

7. "New" social studies materials are rated higher and better by both teachers and students than traditional materials currently in use.

The project ends in March, 1971. A final report should be obtainable from Mr. Sid Lester, at the Marin County address.

B. The National Council for the Social Studies (NCSS)

The principal investigator interviewed in Washington, D. C., Dr. Daniel Roselle, editor of the nation's leading professional social studies journal, Social Education. Dr. Roselle's writings have shown a tremendous sensitivity and overall grasp of the real essence of social studies.

He commented on: "Who should do future research in social studies?"

> Well, I think more research grants should be given to elementary and secondary teachers and inner-city workers. We need more research which speaks to fellow social studies teachers who work under a diversity of conditions around the nation.

Dr. Roselle also discussed the NCSS internship program which brought an intern to the NCSS each year to study innovative developments in social studies. Most of the time was spent discussing the question: "Where could future researchers profitably turn their attention for social studies projects manageable under USOE's small grant research provisions?" Dr. Roselle's suggestions:

1. How does one bring about a change in the social studies curriculum?

2. A study of student government organizations and schools should be made. Too often a disparity exists here which forces students who are unable to work through the system to go outside of it. Why? What happens?

3. What are the attitudes of the young towards work? There seems to be a tremendous downgrading of physical work as a responsibility of the young. Physical work means slave. Working with brawn is fine but physical work--working with the hands--is bad. Vocational education is for "poor" students. If this is true, how can we and the young reestablish the respectability of physical work?

4. A desperate need for concern for the aged exists. How serious is the adequate support for people over 65. What can be done to make old age a period of opportunity and value?

5. Values--inquiry system or approach--the Socratic method. Where do students get their values? Does an extreme inquiry approach disintegrate or build values? We should demonstrate that we are developing better values, or society may end in chaos. Students often seem completely confused because they do not get advice from experts like teachers. Then they go to their peers and get their values. Does inquiry pay off?

6. How can music be used to sensitize youth to social problems? Ballads--folk singers are being listened to by youngsters and these singers deal with poverty, racism, love, etc. Music educators are bringing rock into the schools. Can we or should we combine music with our study of social issues in the classroom?

7. How does a school reestablish trust in a community which has been ripped apart by dissension? How do you bring the variety of groups together? How do we come out of the ashes and rebuild trust in a community? What steps can schools take here?

The next interview was with Mr. Malcolm Searles, at the National Council for the Social Studies. He made some comments on these topics:

1. The researchers too often are not providing answers for what the many in the field wish to know.

2. We need to know more about the slow learner and the disadvantaged.

3. Research should attempt to deal with both the pragmatic/scientific and intuitional levels.

4. Research conclusions are often interpretations at best. From many, only one set of interpretations is possible.

5. A danger exists as to the instrument or vehicle used by the researcher. Some test instruments thrown at students may not be valid.

NCSS's Social Education occupies a position of educational eminence in keeping those in social studies informed of relevant happenings. Of late the NCSS's newsletter (The Professional) has capsulized vital, up-to-the-minute, helpful information and now stands as another major professional supplement for social studies people.

C. Social Science Education Consortium and the Clearinghouse for Education and Social Science

Social Science Education Consortium (SSEC)

Begun at Purdue University, Indiana, the SSEC has grown from an original twenty social scientists and educators to a present membership of 100. It became a non-profit corporation in November 1965, and, in 1967, moved to Boulder, Colorado.

SSEC's intentions are to:

1. insert research into the structure of the social sciences;
2. assist in integrating the various social science components;
3. investigate the areas of morality and value education;
4. study methods of evaluation; and,
5. investigate social science literature.

The Consortium is developing a major resource center which is to become one of the most complete facilities of its kind in the United States.

Since 1966, it has been working on a system for the analysis of social science curriculum materials which is described in their February 1968, and May 1969, Newsletters. A Regional Small Grant was awarded by the USOE for SSEC's project, "The Further Development of a Social Studies Analysis Instrument and Its Application to Current Social Studies Curriculum Projects." At this time no information is available on the research.

Their Curriculum Materials Analysis System (CMAS) is attempting to develop an approach which will prove meaningful to the classroom instructor and social studies consultants. The Consortium has worked with many workshops of teachers and consultants to carry out approximately 250 analyses. The necessary time investment factor has, however, been a major obstacle. Presently the analysis includes the breaking down of entire projects into approximately five parts. The relationships of these parts are studied then and the underlying principles are investigated.

The analysis of structure, content and processes of social studies, one staff member noted, is very exciting and challenging. There is, however, still need for further structure and systems analysis work.

Another interesting project of the SSEC is their Data Book. It is an attempt to provide overall information about current projects via a two page analysis form. The book consists primarily of data and not evaluation.

Dr. Irving Morrissett, Executive Director of the Social Science Education Consortium, and his staff, discussed the various facets of the Consortium. Dr. Morrissett --

1. Urged that social scientists send pertinent, unsolicited documents of high merit to their ERIC Clearinghouse.
2. Felt that the Experienced Teacher Fellowship Program (limited duration) had proven itself invaluable as far as insights into the frustrations of the general practitioner were concerned.
3. Showed considerable concern for social studies education internationally. How will the other nations of the world, both developing and those with rich histories, share their and our social studies experiences?
4. Was concerned as to the need for better training of the social studies classroom teacher.
5. Felt that longer term investments in educational research should be developed. We no longer need seed money but we must have more time ... three to five years are needed to develop materials.

Clearinghouse for Education and Social Science (CHESS)

On September 1, 1970, Dr. Nicholas Hellbrun became director of the new ERIC Clearinghouse for Education and Social Science at Colorado University in Boulder. The new Clearinghouse is under the joint sponsorship of Colorado University and the Social Science Education Consortium.

Dr. Harvey Marron, Director of ERIC at USOE in Washington, D.C., in April 1970, reflected on the problems which had delayed the creation of this vital Clearinghouse for the Social Sciences. In May it was started and now ERIC CHESS is actively operating. It will depend on the profession for continuing sustenance. CHESS wants people in the field to submit or suggest reports, documents, speeches, or papers about social studies, which they consider important for announcement and/or abstracting in Research in Education. Such suggestions should be sent to:

ERIC Clearinghouse for Social Science Education
Academy Building
970 Aurora
Boulder, Colorado 80302

CHESS staff members will scan current research and research related documents in the fields of social studies and social science education, then select those to be abstracted, indexed, and (when not copyrighted) made available in an inexpensive microfiche format or in hard copy. The purpose is rapid delivery of results of current research to social studies educators. Other helpful materials will also be produced.

Social Science practitioners are also encouraged to write the Clearinghouse if they wish current information on any social studies area.

It is possible that in the near future the name of the Clearinghouse may be modified to reflect the broader area: social science and the social studies.

D. U.S. Office of Education and Social Studies Research

In the June 4, 1970, issue of Education Daily, the USOE prepared a summary report entitled: DISCIPLINED RESEARCH NEEDED ON SOCIAL STUDIES CURRICULUM. It deals primarily with the disadvantaged student.

"If minority group and disadvantaged children are to profit from changes in social studies curricula, a concerted research effort will have to replace the helter-skelter approach of the present. A kit prepared by the National Center for Educational Research and Development on social studies for the disadvantaged (PREP kit No. 14) lists one area after another related to social studies where there has either been little research, no research at all, or where the research has been inadequately tested and evaluated. While there has been a good bit of trying out related to social studies and the disadvantaged students in Title I and other such programs, little research data are available beyond impressions of teachers involved in the programs. Where achievement tests and attitude inventories and other evaluation devices were used, the results have not always supported these impressionistic judgments. It seems clear from this fact that school systems are well-advised to include an adequate testing and evaluation dimension in an innovative program or run the risk of deceiving themselves about the actual outcomes of the program."

Some data already provide guidelines. Despite the sporadic research that has accompanied curriculum development in social studies, enough data has been gathered that guidelines can be offered both for a curriculum for disadvantaged students, and for a curriculum about the disadvantaged, to be taught to those who are not.

Recommendations for curriculum for disadvantaged. These are six guidelines offered for a social studies course to be taught to the disadvantaged when history is taught separately:

1. De-emphasize time and chronology, particularly in the elementary grades.

2. Focus on situations and personalities more than on broad movements and institutions.

3. Attempt to provide a you-are-there or here-and-now quality with which students can identify.

4. Include less breadth but more depth on a fewer number of significant topics.

5. For Mexican-Americans, Indians, or other students who have a dual cultural background, provide opportunities, beginning in the elementary school, for them to study both the parent and the American cultures, emphasizing major points of commonality and difference.

6. Beginning in the elementary grades, include a balanced study of the historical and current contributions, role and status of various minority groups in American society. The current emphasis on Black Studies is helping to correct the imbalance that has pervaded and continues to exist in the curriculum. But Negro as well as other American youth need to learn about other minority groups, too. Various minority groups, especially Hispanic and Indian Americans, have been and are being neglected in social studies programs.

Recommendations for curriculum about the disadvantaged:

1. Design a sequential K-12 curriculum incorporating the study of a range of peoples and cultures and utilizing a comparative culture study approach.

2. Beginning in the lower grades, encourage and provide opportunities for contacts through the use of pupil assignment, classroom visitors, actual classroom and school intergroup activities. But superficial and fleeting intergroup contacts may serve only to reinforce or create stereotypes.

3. Include confrontational materials or episodes in programs aimed at fostering positive intergroup attitudes, but these are best selected in light of particular local conditions as well as national priorities, and require both a thorough and balanced treatment of the issues involved. Curriculum components that primarily develop feelings of guilt among advantaged students do not appear to serve the objective.

4. Revise American history courses to include attention to the cultural contributions, role and status of various minority groups throughout our history.

5. Include in world history, world geography, or other world studies programs a more adequate and balanced treatment of the historical and cultural backgrounds of various American ethnic groups.

6. Where local circumstances make it impractical to deal directly with particular issues or problems, introduce a similar issue or problem in other cultures (i.e., race relations in Brazil or South Africa, tribal relations in Nigeria, etc.).

Teacher training, techniques, studied. Two other reports are included in Kit No. 14, both directed to teachers. One is on teaching for and about the disadvantaged and the other is on teaching strategies. Rounding out the kit are reports on exemplary programs, the use of multi media, and recommendations to the education community. While the reports list a lot of attempts that failed to improve social studies curricula, they raise a lot of pertinent questions which might lead to attempts that succeed.

On June 12th, Education Daily commented on the 15 educational laboratories which are located across the country and are developing new approaches to improve pre-school, bilingual, rural and inner-city education techniques.

"Supported by the U.S. Office of Education's National Center for Educational Research and Development (NCERD), the developed programs, based on research and tested for effectiveness, will soon be ready for nationwide distribution."

"A social studies curriculum built by the Center for Urban Education, New York City, teaches students how to work through accepted channels to right wrongs in their neighborhoods, like junk in yards and littered streets. The course gives students a sense of control over their environment."

E. Dr. Roland Payette Interview (University of Illinois at Urbana-Champaign)

Dr. Payette was interviewed at the University of Illinois. Among other things, the difference between local researchers and generalist researchers was discussed. A major concern of Dr. Payette's, who shares responsibility for preparing an article for the annual research supplement in Social Education, is that research review articles get little reaction from the field.

The research review article for 1968 appeared in the December 1969 issue of Social Education and was co-authored by Dr. William D. Johnson, Dr. Roland F. Payette, and Dr. C. Benjamin Cox. Social science practitioners interested in research findings should place these annual reviews high on their reading lists.

Dr. Payette was also concerned about how to stimulate the higher educational community to do more work in the secondary and elementary areas. One new source of help along these lines is being obtained from retired professors who are offering their expertise.

In Dr. Payette's opinion, the affective domain area needed more research attention.

F. Dr. James P. Shaver Interview (Bureau of Educational Research, Utah State University, Logan, Utah 84321)

Dr. Shaver is the editor of the Research Supplement of Social Education and has long been a leader in social studies research. The Research Supplement solicits carefully prepared research manuscripts not exceeding 7000 words in length. Three copies should be sent to Dr. Shaver at Utah State University. He also commented on the fact that there is, at present, a scarcity of good manuscripts.

Dr. Shaver was asked what areas of social studies he felt were being ignored or which areas might prove fertile territory for future investigation. He was primarily concerned with:

1. The cognitive area which he felt is not being covered adequately--the area of critical thinking. Piaget's and Bruner's works are not being integrated. More should be available on 'where' and 'when' critical thinking should be taught.
2. Critical thinking as ethical decision-making and values are also being ignored. What should values education include and how would it best be taught? At what grade levels can different aspects of values education best be taught?

A review of research prepared by Dr. Cox and Dr. Payette and another Research Supplement appeared in the December 1970 issue of Social Education. Further Research Supplements will be prepared.

G. Summary

Extensive review and traveling brought the investigator into contact with many leaders in the field of social studies. Time limitations prevented us from contacting other leading national figures and research centers. A real effort was made to expand the present horizons of knowledge for those who toil under the banner of social science.

Effective educational dissemination has a prime concern to build two-way communications networks between researchers and the practitioners who must apply research. Failure to achieve better understanding and communication could result in ignorance from which all in social studies, and education, would suffer.

V. CONCLUSIONS

A. Intellectual Honesty

During a visit in one of the research departments of DOW Chemical's home plant in Midland, Michigan, a chemist stated that for four years he had only checked out failures. How many experiments were needed before General Motors finally perfected the automobile's self-starter? Obviously we can't transplant the idea of mass failures into the complicated areas of human interaction, but might not some benefit be gained from honestly admitting failures?

During the summer of 1969, at the University of Illinois at Urbana-Champaign, one consultant for the Dissemination Project recalled how the research report which had helped him most, in one of his projects, described a complete flop and how it got that way! It had permitted him to see the pitfalls and problems realistically and thus permitted corrective, advance planning.

One instructor, who, when asked why he did not insert a certain important question into his evaluative instrument to students, replied: "I know that their answer to that would be almost completely negative and would place my entire project in an unfavorable light!" We need more intellectual honesty!

B. A Percolator Philosophy?

Why can't more classroom practitioners of social studies be actively involved and professionally reimbursed for their "know how?" Might more emphasis be placed on what could be called the "percolator process" or "philosophy?" Can we give truly excellent, existing programs greater visibility? At present there are many fine programs in the classrooms of our nation in spite of "hell and high water" frustrations, which result from five shows a day, five days a week, plus. Dr. Brown, of the Amherst Project, remarked how the involvement of secondary instructors in their overall project (during the summers) proved most helpful.

C. Cost

Many of the new materials are too expensive for most of our nation's schools, which are constantly facing financial problems. Even the wealthiest school districts will find it difficult to secure budgets adequate to the demands of some new approaches. The invasion of industrial firms into the educational arena (where one of the highest future growth rates had been predicted) has now been reversed by the hard facts of financial life.

Are many of the new materials too self-contained? As myriads of supplementary materials are involved in the new packages, the cost factor increases, and a student's utilization of resource centers and library facilities may suffer. Other, presently existing, excellent supplementary materials might be combined into new programs to provide maximum enrichment at minimum cost.

D. Greater Cooperation

Another concern, which is shared by many educators, is that the in-fighting among the social scientists must be reduced in a world begging for their meaningful guidance and contributions. Throwing rocks through our fellows' ivy covered windows or heaving them at lower levels (elementary and/or secondary) often merely denote an abysmal ignorance of the other's conditions. Constructive criticism for improvement, after research into our neighbors' ailments, plus a cooperative harnessing of our disciplines so that they can move forward together, is essential. Are the critics of secondary and elementary education aware of the cumulative effect of repeatedly defeated bond issues which haunt a tremendous percentage of our schools nationwide?

Within the basket labeled "social science-studies" rattle most of our nation's and the world's most sensitive and volatile explosives. Ignoring the problems of the'70's merely pushes a solution closer to the dangerous precipice of no return. Effective social studies research can provide new vistas of knowledge valuable to both our social institutions and the individuals in our society.

The seed corn from which future intelligent living must spring is planted early in the human condition and must be cultivated diligently in order to produce the tough-fibered quality crop which can withstand the buffeting of modern human problems. A distinct danger of our age may be that we, over-reacting to today's frustrations, may destroy the possible in a vain effort to construct the impossible. On our rapid and impatient climb up the ladder of progress, a view which can be appreciated much more if seen from the perspective of man's total history ... we can see progress via eons of linked decades in which humanity crawled from earthly slime to distant moon. Without this perspective our entire ladder of civilization may disappear in another cavernous crater of destruction.

As the headline hunting hooligans--loud apostles of volume and violence--are too often buffeted, like flotsum, to the forefront by waves of discontent, their actions trigger their opposite extreme--the reactionary and repressive Hitlerite whose easy answers to difficult problems appeal to a scared and confused multitude.

In our society, the powerful and large middle class must intelligently stabilize our ship of state and help it steer around the dangerous rocks of extremism--located both far left and far right. Either extreme, if placed in the saddle would spell death to our great heritage of democracy and freedom.

"Individual freedom alone can make a man voluntarily surrender himself completely to the service of society. If it is wrested from him, he becomes an automaton and society is ruined. No society can possibly be built on a denial of individual freedom. It is contrary to the very nature of man and just as a man will not grow horns or a tail so he will not exist as man if he has no mind of his own. In reality even those who do not believe in the liberty of the individual believe in their own."

Mohandas K. Gandhi

APPENDIX A

ERIC...EDUCATIONAL RESOURCES INFORMATION CENTER

(From: J. R. Schneider, "Our Partners for Educational Progress-The United States Office of Education and Its Regional Offices," Councilor, Official Journal of Illinois Council for the Social Studies, April, 1970)

Just as Robinson Crusoe discovered Friday, I have discovered ERIC. Who is ERIC? Well, I would like to tell you about "him"! Like Friday, ERIC was designed (via the USOE in Washington, in this case) to be of major assistance to the entire educational fraternity (see page 68 of this appendix).

"The objectives of ERIC revolve around the dissemination and utilization of information. ERIC would not have been born without the high speed digital computer and it would die immediately if the electric current failed," states ERIC's director, Harvey Marron (1968).

Aware that a deluge of paper reports threatened our ability to comprehend, the Office of Education initiated this resource system about four years ago. It is organized so that much new knowledge, which often went unused in the past, can be made available for additional research or in educational practice. This system benefited from the frustrations experienced by professionals in other areas (i.e., science) who trod these research paths before us.

History

1965 saw adequate funding coming from the Elementary and Secondary Education Act and so ERIC was under way. In June 1966, the final elements of this system were in place. What had begun as Dr. Tauber's and Oliver Lilley's brainchild, in 1959, at Columbia University, was finally a reality.

ERIC's Major Components:

1. Central ERIC
2. 20 Clearinghouses
3. A Central Processing Division
4. EDRS (ERIC Document Reproduction Services)

A description of each follows:

1. CENTRAL ERIC - is headquartered in the Office of Information and Dissemination, USOE, Washington, D.C. and coordinates the program.

2. 20 CLEARINGHOUSES - presently form a network which, like magnets, draw information from the many educational arenas.

Harvey Marron, Chief of ERIC, speaks about the qualities necessary for a clearinghouse as follows: "...contracts are made with organizations to operate clearinghouses only after they clearly demonstrate their subject capabilities. The subject-oriented personnel are encouraged to develop in their chosen professional fields. A decentralized subject specialist input system is thus in effect."

Once established, clearinghouses support regional workshops, seminars, ERIC central and local information centers. Each clearinghouse collects documents within its own scope of interest from universities, professional organizations, individuals or other sources. Once received, the information is reviewed by specialists for quality and significance to education. Those selected are abstracted and indexed.

"The clearinghouses generate newsletters, bulletins, and research reviews for daily use by some 50,000 education specialists, and regular ERIC columns in professional journals reach more than 400,000 educators." (Government Executive, 1970). (The addresses of the Clearinghouses can be found in Appendix B of this report.)

3. A CENTRAL PROCESSING DIVISION - prepares magnetic tapes which are computerized and which print monthly research indexes (the cornerstore of the system) called Research in Education (RIE).

RIE is a monthly publication (color coded by year--1970 is green). It is the main publication about documents of importance to education. It contains an abstract (resumé) for each document plus the following identifying indexes--author, institution, and subject matter.

Users of RIE will note some resemblence to the use of the Educational Index. They will find that it will take about an hour to become acquainted with the techniques of usage. However, once acquainted with the methodology, days of research activity can be reduced to hours!

The monthly RIE issues are made in major sections. Readers can browse through the subject index and find an article of possible interest. They can turn to the resumé section of the same issue where summaries of the article(s) are located. The abstract will inform the reader as to whether or not he might wish to read the entire document which can be found on compact (4 X 6) ERIC microfiche cards.

A minimum amount of space is required for a complete ERIC microfiche collection. The collection in Region V's office (USOE-Chicago), containing all approved USOE supported research since 1956, is stored in a few cabinets occupying a space area of approximately six feet by

six feet with a three foot depth. (Since 1966, ERIC clearinghouses have encouraged submittal of non-USOE supported research.) A regular, two shelf book case is adequate for the RIE indexes while an additional two shelves can house materials which are distributed by each of the clearinghouses. A desk is available for the microfiche reader.

The "microfiche" (French word--meaning literally, micro-card) is a 4" X 6" index sized card holding over sixty pages of text. Denver University is working on a "super fiche" technique which, if successful, will increase the number of pages per fiche.

These cards are given "ED" (Educational Documented) accessibility numbers and can be pulled from the files and read on special "readers". Present readers cost around $150 but developmental studies just recently completed have reduced the cost to around $75. These new readers are portable. More expensive readers can make "print-outs" or hard copies of materials someone might wish to own.

4. EDRS (ERIC Document Reproduction Service) sells full texts of documents cited in RIE for a small fee.

Prices for documented materials are subject to change and are noted in current editions of RIE (Research In Education). Individual microfiche cards cost 25¢ each. Hard copy costs 5¢ a page. Payment for orders under $5.00 must accompany the order and an additional handling fee of 50¢ should be added to each order. Document Reproduction Service is registered to collect sales taxes from states having sales tax laws. Orders should be accompanied by sales tax payment or by appropriate tax exemption certificates. Mail orders to: ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

"In 1968, NCR distributed some five million microfiche sheets to subscribers, or the equivalent of a ribbon of 8.5 by 11 inch sheets of data, which would more than stretch around the earth" (Government Executive, 1970).

ERIC Usage Training Materials

Educational Resources Information Center publishes an excellent pamphlet entitled, "How to Use Eric", which can be obtained from the U.S. Government Printing Office or ERIC headquarters for around thirty cents.

There are also three filmstrips, all of which can easily be shown within one hour. They are: (1) Introduction to ERIC; (2) How to Use ERIC; and, (3) ERIC Advanced Training Program. The cost for the filmstrips plus an accompanying, descriptive record, is $5.00 and the source is: National Audiovisual Center, Washington, D.C. 20409 (phone 301: 440-7755). A DuKane filmstrip projector can be used to automatically advance the frames via an inaudible beep on the record.

ERIC Growth

Annual statistics show a phenomenal ERIC growth. "Microfiche sales increased from about one million cards in 1967 to over six million in 1968, and to seven million through September 1969" (O'Donnel). Over 35,000 separate reports and close to 20,000 articles in periodicals relevant to education appear annually. With the money the government has invested and with the constant experimentation for improvement, there is little doubt that this system is becoming one of the strongest educational tools available.

Current Index to Journals in Education (CIJE)

Since RIE has been unable to incorporate a proper awareness of the vast amount of literature published in periodicals and journals, a second publication devoted exclusively to the periodical literature, began its life in April 1969.

CIJE indexes from cover to cover, 266 different journals in the field of education. The main sections of this publication are:

1. main entry section;
2. subject index; and,
3. author index; plus,
4. an index to source journals.

Semi-annual cumulative indexes will appear in the month of August and an annual index will appear in February 1970. (RIE semi-annual and annual indexes, published at a different time of year, are also available.) These indexes cost extra.

The first issue of CIJE (a combination of number one and number two) covered journals published in January and February, 1969. A second issue of CIJE (combined number three and number four) covered journals for March and April. For 1969, ten issues covered the entire year.

Future ERIC

Improving dissemination ability is the system's major goal. Evaluation of materials is a key point and only about one-third of acquired reports are disseminated.

"ERIC is now planning the development of an on-line remotely-accessed search system using the ERIC files as a data base. The aim is to allow any interested institution to interact with the ERIC data base, from any place in the country, or the world, using a commercially available communications system" (Marron, 1968). Query searching and retrieval facilities are currently becoming available and will be moving into major ERIC installations.

The USOE Regional Office in San Francisco is already experimenting with computer search techniques. When perfected, a computer search can be done by an experienced researcher.

"Having lunch with ERIC" is a familiar phrase around Region IX, USOE, San Francisco office and educators from the bay areas are doing just that!

An area of recent interest was "Drug abuse at the junior high level in a disadvantaged area." Three "sets" of information were fed into the computer:

Set 1: Index terms (descriptors) applicable to the subject--i.e.: drug abuse, LSD, marijuana, alcohol, drug legislation, sedatives.

Set 2: Level of instruction terms: junior high, middle schools, grade 7, grade 8, intermediate schools.

Set 3: This "set" delimited the search to the disadvantaged--using words such as: "disadvantaged, culturally disadvantaged, youth, minority groups."

Then, at a command from the operator, these three "sets" intersected. A print-out was obtained from an equipped, near-by, installation and sent to the Regional Office. It, in turn, sent the print-out to the person requesting the information. The print-out contained a resumé plus all the necessary facts to identify the sources.

Professional Contributions

ERIC urges professional educators to contribute ideas and curriculum projects which they feel have proven merit. Two copies of this material should be sent. Do NOT send:

1. OE sponsored projects or research;
2. material over five years old;
3. copyrighted material unless the owner is willing to sign a written release to ERIC for sales.

Submitted materials should be sent to the appropriate clearinghouse (The Social Studies Clearinghouse address is: ERIC Clearinghouse for Education and Social Science, Academy Building, 970 Aurora, Boulder, Colorado 80302. See section on SSEC and CHESS) or to ERIC Central: ERIC, U.S. Office of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202.

Conclusion - ERIC

An international educational information system on the horizon? Dr. Lee Burchinal, Director, Division of Information Technology and Disseminaton (USOE) suggested such a possibility after ERIC won high

praise at a UNESCO Co-Operative Educational Abstracting Service meeting in Geneva, Switzerland. Only fifteen reports from around our globe are requested at these annual symposiums and ERIC was one of the projects selected to report.

ERIC also won praise at a materials display in the Soviet Union, where the U. S. Information Agency exhibited it to over one and a half million Russians in Moscow, Leningrad, Kiev and other cities.

ERIC, although still young, has survived a long period of labor as it struggled to be born and to survive infancy. Detractors will point at its past failures and ignore its successes while others may sing its praises at possibly too high a key. Social Studies will find ERIC ever more useful as the Social Studies Clearinghouse becomes operational.

ERIC was designed as a high speed transmission or dissemination tool. ERIC was developed in order to greatly reduce and possibly, in the future, eliminate unnecessary waste of money, brains and time.

From personal experience and from hearing those educators (from all "walks" of the professional gamut) who have used the microfiche collection in Region V, I recommend it for your future consideration!

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Marron, Harve, "ERIC...A National Network to Disseminate Educational Information", Special Libraries, Dec. 1968, pp. 775-781.

O'Donnel, Bernard, "ERIC Clearinghouse, Operation Evaluation", Champaign, Illinois: National Council of Teachers of English.

Who *can use* ERIC ? . . . *and* How?

School Administrators	• To identify new and significant educational developments • To apply new management tools and practices to the local situation • To base budget estimates on the latest research data
Teachers	• To obtain the latest information on preservice and in-service training • To learn about new classroom techniques and materials • To discover "how-to-do-it" projects for personal and professional development
Researchers	• To keep up-to-date on research in their field of interest • To avoid duplication of research efforts • To obtain full-text documents on research
Information Specialists	• To compile bibliographies and summaries on specific educational topics • To search ERIC publications for answers to inquiries • To locate and order documents for local information centers
Professional Organizations	• To assist members in keeping abreast of research in a specific area of education • To inform members of significant developments or documents in peripheral or related areas of education • To keep members up-to-date on information systems
Graduate and Undergraduate Students	• To gain access to the latest information for preparing term papers, theses, and dissertations • To obtain information on career development in education • To build a personalized, low-cost library on education

ERIC *Clearinghouses*

ADULT EDUCATION
Mr. R. DeCrow, Director. Syracuse University, Syracuse, New York

COUNSELING AND PERSONNEL SERVICES
Dr. G. Walz, Director. University of Michigan, Ann Arbor, Michigan

DISADVANTAGED
Dr. E. W. Gordon, Director. Teachers College, Columbia University, New York, New York

EARLY CHILDHOOD EDUCATION
Dr. L. Katz, Director. University of Illinois, Urbana, Illinois

EDUCATIONAL ADMINISTRATION
Dr. P. Piele, Director. University of Oregon, Eugene, Oregon

EDUCATIONAL MEDIA AND TECHNOLOGY
Dr. W. Paisley, Director. Institute for Communication Research, Stanford University, Stanford, California

EXCEPTIONAL CHILDREN
Dr. D. Erickson, Director. Council for Exceptional Children, Arlington, Virginia

HIGHER EDUCATION
Dr. Carl J. Lange, Director. George Washington University, Washington, D.C.

JUNIOR COLLEGES
Dr. A. M. Cohen, Director. University of California at Los Angeles, Los Angeles, California

LIBRARY AND INFORMATION SCIENCES
Dr. H. R. Koller, Director. American Society for Information Science, Washington, D.C.

LINGUISTICS
Dr. A. H. Roberts, Director. Center for Applied Linguistics, Washington, D.C.

READING
Dr. J. Laffey, Director. Indiana University, Bloomington, Indiana

RURAL EDUCATION AND SMALL SCHOOLS
Dr. E. D. Edington, Director. New Mexico State University, Las Cruces, New Mexico

SCIENCE AND MATHEMATICS EDUCATION
Dr. R. Howe, Director. Ohio State University, Columbus, Ohio

SOCIAL SCIENCE EDUCATION
Dr. Nicholas Helburn, Director,
University of Colorado, Boulder, Colorado

TEACHER EDUCATION
Dr. Joel L. Burdin, Director. American Association of Colleges for Teacher Education, Washington, D.C.

TEACHING OF ENGLISH
Dr. B. O'Donnell, Director. National Council of Teachers of English, Champaign, Illinois

TEACHING OF FOREIGN LANGUAGES
Mr. Warren C. Born, Director. Modern Language Association of America, New York, New York

TESTS, MEASUREMENT, AND EVALUATION
Dr. H. Dyer, Director. Educational Testing Service, Princeton, New Jersey

VOCATIONAL AND TECHNICAL EDUCATION
Dr. R. E. Taylor, Director. Ohio State University, Columbus, Ohio